The AGRICULTURAL EDUCATION Magazine

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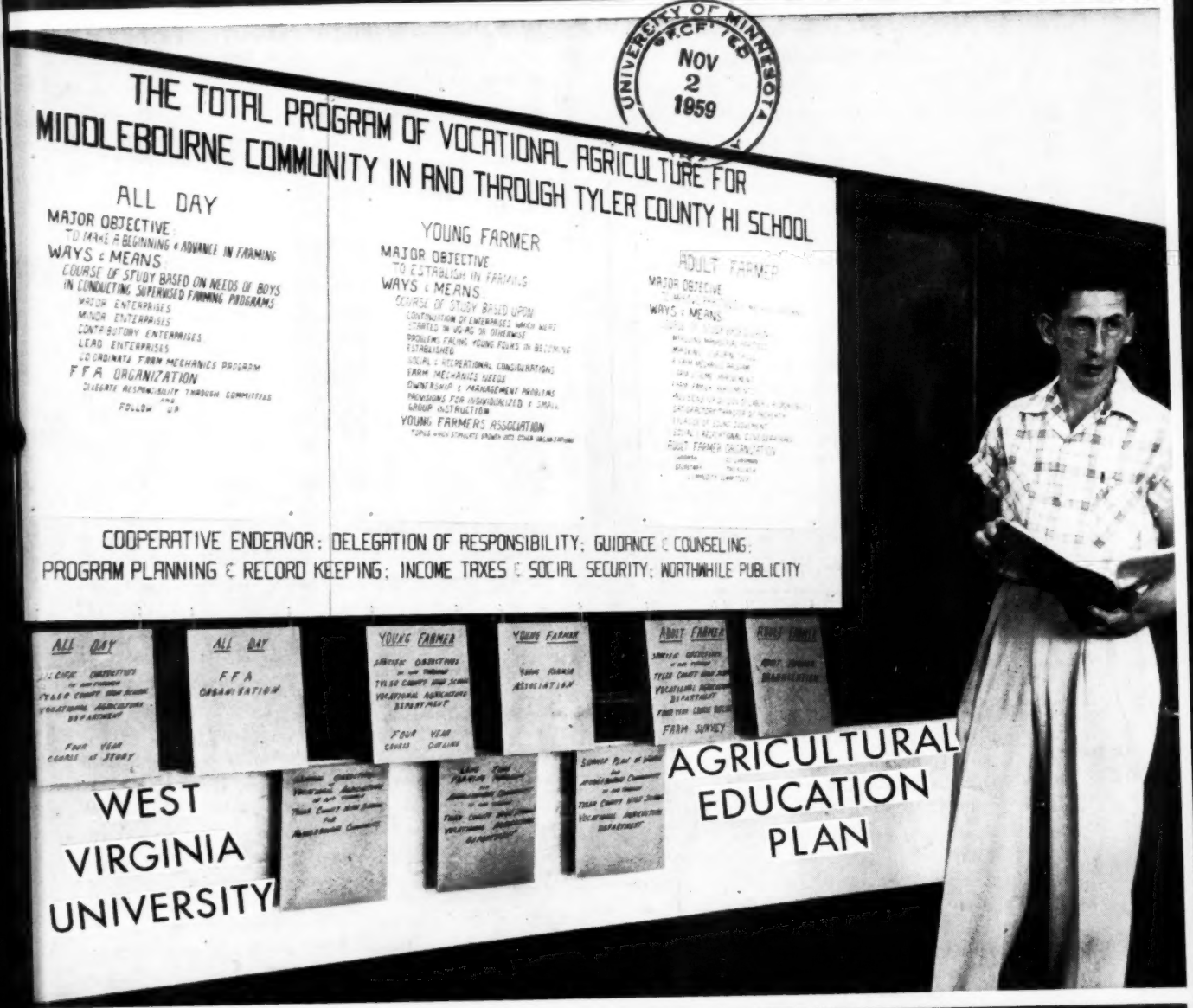
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TO MAKE A BEGINNING & ADVANCE IN FARMING
WAYS & MEANS:
COURSE OF STUDY BASED ON NEEDS OF BOYS IN CONDUCTING SUPERVISED FARMING PROGRAMS
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ALL DAY
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YOUNG FARMER
ADULT FARMER
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WEST VIRGINIA UNIVERSITY
AGRICULTURAL EDUCATION PLAN

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Features — Vocational Education and the Community

The Agricultural Education Magazine

A monthly magazine for teachers of agriculture. Managed by an editorial board chosen by the Agricultural Section of the American Vocational Association and published at cost by Interstate Printers and Publishers, Danville, Illinois

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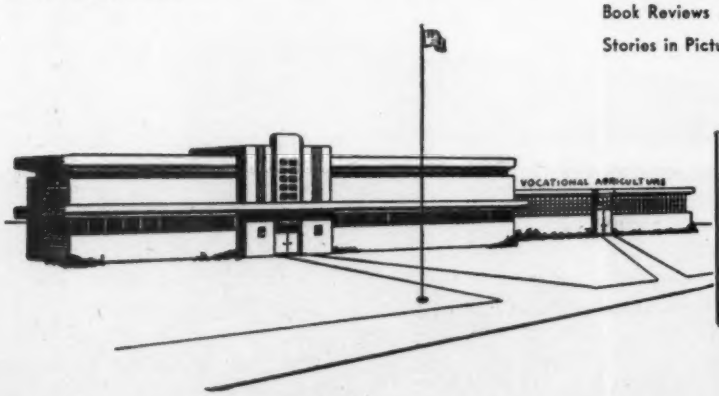

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Editorials

Vocational Education and the Community

A. G. RINN, Regional Supervisor, California

It would be interesting to know what hairy half-ape first got the idea of a wheel which I am told was not round but square. He must have been quite a fellow because prior to his advent loads were either carried or dragged. No doubt his fellow countrymen had told him "it couldn't be done," just as in later generations the gasoline engine and flying ship couldn't be done.

Innovations are hard to come by and difficult of acceptance, and we must pay a tribute to the pioneers of ideas although it takes time to accept them. They were not satisfied with the status quo and had talents far beyond most of us common mortals.

And so it took pioneers in education to develop new ideas in an institution which has always been known for its conservatism—to depart from the strict academic aspect and explore the possibilities of vocational education. They had no quarrel with academic training per se but sensed that for a large segment of our school population something additional, something new should be added. Hence vocational education.

Most new ideas have rough sledding at first and so it has been with vocational education. Those who were satisfied with tradition did not hesitate to discredit the intrusion of the new conception into their sanctum sanctorum.

But there were those who were willing to experiment with the new idea even prior to the passage of the Smith-Hughes Law in 1917. Then came World War I and an increased demand for trained workers. Where would they come from except from the schools? With the impact of war came rapid acceptance of vocational education. Old patterns were changed to allow for the patriotic program to win the war, and whole communities united in the common effort. Sometimes it takes a national emergency to develop an idea, as witness the tank and the airplane in World War I.

But a new program in education must receive community acceptance in the community in which it operates. In the case of vocational education, the unit is the school district. The governing body of the district, which includes the administration, must become impressed with the value of the program, and the value is demonstrated by the reaction of those who receive this education, the student and his family. The experience of participating in the program must be useful and satisfactory, especially so since there is no compulsion on the part of the student to enter into it.

Community support of a program of vocational edu-

(Continued on page 100)

From the Editor's Desk . . .

The Public's Educational Philosophy - - -

Work has always been and still is a respected word in the English language, but educational programs specifically designed to prepare people for work have not met with such unanimous approval.

Vocational education is struggling for survival in many places. We are in a period when the pendulum of educational programming has swung in the direction of those subjects with a long educational tradition. But this is just a symptom of a great upheaval in educational thought; a search on the part of many people for a better, sounder approach to educational planning.

For better or worse, the schools have always prepared people for vocations of one kind or another. The public still considers this purpose of education to be of paramount importance. It is not the public which has deserted vocational education and run for shelter among the traditional school subjects, but rather it is the many experts and self-appointed experts in a variety of teaching fields and other professions, including education.

But this phase in educational thought, too, will pass. The public will insist that the schools provide strong practical programs for all the children of all the people, not just a special program for a selected few. The new philosophy which will emerge will place languages, mathematics and science in proper perspective with regard to *vocational* goals and will reject the idea that they should be studied for the love of knowledge. Rather, the traditional subjects will be looked upon as supporting courses for various vocational programs, the amount of each of the traditional subjects needed varying with the vocational goals. Recognition will finally be given to what the public has been patiently saying all along, that educational programs must indeed be tailored to fit the needs of the individual—not tailored to fit the framework of educational history and tradition. Attendance at a college will no longer be a primary vocational goal. Instead, consideration of college attendance as a means to an end will be a part of the educational planning within all vocational fields. Colleges will revise admissions requirements to conform to the new philosophy.

The major force for bringing about this change in educational thought is already in operation in the form of increased public participation in school matters through citizen advisory councils representative of all the people. There will be some stumbling with handpicked advisory councils, but, if the public con-

(Continued on page 100)

Vocational Education - - -

(Continued from page 99)

cation is essential because the community must provide the facilities and budget without which there is no program. The key to developing community support is, of course, the teacher. Unless the teacher has the imagination and willingness to challenge every student to develop himself to his full capacity, enrollment in the program fails simply because there are not satisfied customers to tell others to come in. No amount of cajoling or pleading on the part of counselors or administrators can induce students to enter a vocational program unless it is a going concern as radiated by the attitude of those participating.

The community will soon enough learn when a program of vocational education is satisfactory, and parents and former students will turn out to defend it whenever it is threatened. □

The Public's Philosophy - - -

(Continued from page 99)

tinues to become more and more embroiled in educational matters and discharges its rightful obligations with regard to determining the objectives of education, this will do no more than slow slightly progress toward the new philosophy.

Evidence that educators are already reacting to public pressure for the new philosophy can be found in the struggle for new approaches to teaching the traditional subjects. Eventually the discovery will be made that real meaning can be given these subjects only through well oriented vocational goals. Following this discovery, changes in teaching techniques and ways of organizing subject matter will come as easily and naturally as night follows day.

All education, not just vocational education, is the business of the public. A new educational philosophy is slowly but surely being shaped by the will of the people. Professional educators would best cease attempting to make decisions not rightfully theirs to make and get on with the business of developing programs to do that which the public wishes to have done. □

The Cover Picture

This month's cover picture:

Is from the Agricultural Education Department, Colleges of Agriculture and Education, West Virginia University, Morgantown. The student pictured is James E. Ash, Vo-Ag Teacher at Tyler County High School, Middlebourne, West Virginia.

This design for a total program of vocational agriculture in and through the high school for a community is a device or plan developed and constructed by R. C. Butler, and agricultural education majors. (Course—Education 318—Planning Programs for Vo-Ag Departments) □

Determining Community Needs?

Action research is the key

SELZ C. MAYO, Department of Rural Sociology, North Carolina State College

Illustrations by J. K. Coggin,
Department of Agricultural Education,
North Carolina State College

Determining community needs is no easy task even for a professionally trained person. Then, too, there is the question of "whose" needs are to be assayed? The teacher of vocational agriculture may see needs through his own eyes or he may try to see needs through the eyes of those he is to serve. And, the people he serves are conscious of some needs of their own.

Also, there is the companion question of "how" needs are to be determined? Personal observation is one method; discussion with fellow workers is another method; relying upon the observations of leaders or members of an advisory council is still another method—and, other methods of a similar nature might be enumerated. The *depth* of these methods might be questioned—only surface problems and needs might be revealed. How does the vo-ag teacher and the individuals he serves find, agree upon and attack real and significant problems of the group?

The guess can be taken out of the determination of community needs. Teachers of vocational agriculture have at their disposal a reliable tool for doing just that—research. The purpose of this article, therefore, is to point up how this tool—action research—was used by student-teachers in determining some specific community needs.

The Setting

Student-teachers at North Carolina State College carry out an individual research project in their school community as a regular part of their training. In this phase of his work, each student selects a problem to be solved or attempts to discover an educational need of the community. The area selected for study by the student must have grown out of his community analysis (another phase of his training), his teaching experience, or observations in the community.

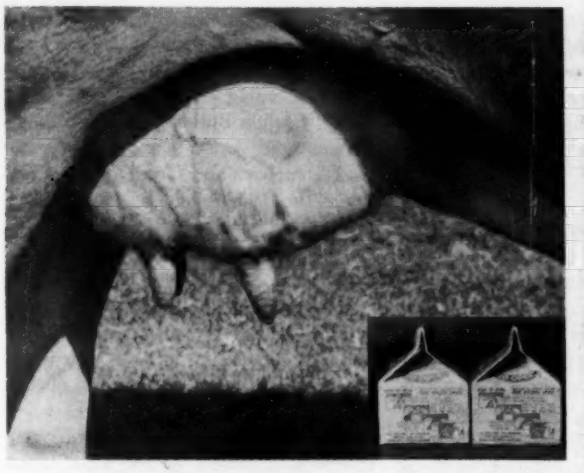
The student-teacher goes through all the regular research steps in developing his project—stating the problem and objectives, preparing major questions to be answered, preparing an instrument for obtaining the data, securing the information, tabulating and analyzing the data and preparing a written summary of the results. In addition, if time and nature of the study permit, the student prepares an action program based on his results.

During the fall semester of 1958-59, there were fifty-three student-teachers in the field for a period of about ten weeks. Each of these students conducted an individual research project and, to a greater or lesser degree, each of the studies was designed to discover community needs. Two of these studies have been selected and each is briefly summarized below.

A Study of Tobacco Yields

Over the years, the vo-ag teacher had observed tremendous variations from farm to farm in the per acre yield of tobacco in his school-community. This is a very small community—it is not more than a fifteen-minute drive from the school plant to the furthest point in the community. Also, the natural conditions—climate, topography, rainfall, soil type and soil condition—were very uniform throughout the community.

Why? What factors were associated with these variations in the yield of tobacco? An answer to this question was a real community need. Practically every farm in the community produced tobacco and this enterprise accounts for about three-fourths of the total annual cash income of these farmers. This was the individual research project chosen by Billy N. Ayscue, a student-teacher, in cooperation



This is a story of milk consumption—the distance from the udder to human consumption may be quite great even among farm boys.

Production of tobacco is the economic life-blood of this rural community as it is in many others, particularly in N. C. Agricultural teachers must assimilate the technical information which flows from agricultural experiment stations and other research organizations. Increasingly, however, we are aware of the differential rates of adoption of these new agricultural practices. Vo-ag teachers can plan an effective educational program on the basis of a knowledge of the social, psychological and economic factors associated with the adoption of recommended practices in the school-community. This can be accomplished only through a sound program of action research.

How well do teachers really know students and their home situations? This study showed that the diets of vo-ag students were deficient in fluid milk. Most heartening was the fact that the boys assumed responsibility after they understood their own situation—and, they found at least a partial solution to their problem. Here, too, research was the key to the discovery of and solution to a real community problem.

with the resident supervising teacher.

A general research plan, of course, had to be developed. The final design was fairly simple and straightforward. Since the natural factors were substantially uniform, the assumption was made that the variations in yields must be accounted for in terms of variability in the use of recommended cultural factors. Thus, in consultation with the supervising teacher and other specialists as well as drawing on his own knowledge and training, the student-teacher selected a series of fifteen cultural factors for the study. Again, the assumption was that these fifteen items included those practices which were highly associated with variations in tobacco yields in this particular community.

Farmers to be included in the study were selected on the basis of a random sample. These farmers were interviewed and a prepared schedule was administered by the student-teacher. Time limits did not permit an interview with every farmer and probably such is not essential in this type of research project.

Results? First of all, the observations by the resident vo-ag teacher concerning variations in yields were confirmed. Among the sample farmers, the range in yields was from somewhat above 1500 pounds to slightly more than 2500 pounds of tobacco per acre.

The sample farmers were next classified into two categories—"high" producers and "low" producers. Then each of the fifteen cultural practices were analyzed in relation to production. In this way it was possible to study the relative importance of each item. As was expected, several of the items were much more important than others. Such an analysis revealed to the vo-ag personnel the general cultural practices which should be stressed in an educational program.

With these basic data, it was possible to combine the fifteen items into a cultural practice index. Each farmer was then classified as either a "high" adopter or a "low" adopter of the cultural practices. These data were next analyzed in relation to yields. The index proved to have fairly high prediction value with respect to yields. From an educational point of view, this conclusion was extremely valuable because it points up the necessity of teaching these practices to the farmer as a package. In fact, some adverse effects on yields may result from the adoption of a particular practice without using concurrently certain closely related or companion practices.

Certain other factors such as characteristics of the farm and farmer were studied also. For example, the study showed that younger farmers had adopted more recommended practices and were obtaining higher yields than older farmers; size of the enterprise was important also— farmers with larger contracts were getting higher yields than those with smaller contracts; and, farmers who through the years had built up high contact rates with the vo-ag teacher were getting higher yields than those farmers with low contact rates.

This type of analysis revealed a general answer as to what kind of farmers the vo-ag teacher should direct his educational program if tobacco yields are to be increased. What to teach to whom is clearly indicated in this study. (The resident teacher and local supervisor of this project was J. R. Rabon.)

A Study of Fluid Milk Consumption

In the course of a general community study, William B. Poindexter, a student-teacher, was struck by the absence of milk cows in his school-community. This is a strictly open-country community and a very high proportion of the families live on farms. The community is in the center of the bright leaf tobacco producing belt—a one-crop agricultural economy. The area is characterized by high fertility rates, large families and a high percentage of children and young people.

A farming community, a high proportion of children but an apparent absence of milk cows—these were the incongruous characteristics which gave rise to this study of fluid milk consumption patterns.

After doing some intensive reading and in cooperation with the teacher of home economics, the vo-ag student-teacher prepared an instrument

which was designed to measure the amount of fluid milk consumed by each family. The questionnaire was completed by 144 boys and girls enrolled in either FFA or FHA.

The general observation of the student-teacher was confirmed—85 per cent of the families of these boys and girls did not own a milk cow. But, 84 per cent of those without a cow bought fluid milk in varying quantities.

An analysis of the data revealed several important conclusions. In those families having a milk cow, the per capita consumption of milk is at the bare minimum necessary for good health and growth of children and young people. In those families without a cow, family members consume only about one-half of the minimum amount of fluid milk recommended by nutritionists.

Also, as the size of family increases, the per capita consumption of fluid milk decreases. This, of course, is especially disturbing because large families are generally composed of a large number of children. Finally and very significantly, milk consumption per capita increased as the educational attainment level of the mother increased.

Clearly, then, a fundamental community need was revealed through this study. Most of the farmers are not interested in obtaining a family cow—this was shown by the study. What action can the teachers of vo-ag and home economics take in view of the results of this research project? The student-teacher in this situation did not have an opportunity to follow through with an action program in this community.

In the spring of 1956, however, a student-teacher in another eastern North Carolina community made a similar study and found almost the same conditions existing. A very interesting and significant action program did flow from this study.

In the fall of 1956, the resident teacher presented the results of this study to the vo-ag boys at the first regular meeting of their FFA Chapter. He closed his presentation with a challenge of "What do you boys intend to do about this situation?" After considerable discussion, the boys voted to remove the pop or soft drink machine from the vo-ag shop, and they voted to have a milk dispensing machine installed in its place.

A commercial company installed a machine which automatically dispenses half-pint cartons of milk. It should be kept in mind that these boys were substituting a dime item for a nickle item, and, too, the major purpose of the pop machine was to make money for the FFA Chapter. In spite of this, however, the results were little less than astounding—certainly they were startling. The machine was installed during the first week of October. During the remainder of October, nineteen school days, a little over nineteen hundred cartons of milk were sold and practically all of this was consumed by fewer than a hundred vo-ag boys. (In the 1956 study, Carlyle Butler was the student-teacher and J. T. Abrams was resident teacher and local supervisor, while the 1959 study was under the local direction of D. B. Sheffield.)

Conclusion

Discovery of community needs? These studies have been selected because they represent the discovery of different types of community needs. The problems or needs are from separate communities and are very different in nature. At the same time, they represent the work of student-teachers under supervision. Yet, there is one common element in these studies—the action research approach has been employed in discovering or uncovering community needs. In these studies the observations of the teachers were substantiated; but through these research projects, realistic and significant areas for educational programs were uncovered at the community level.

Finally, the contention here is very simple—research is a necessary but integral part of vo-ag teaching. And, the research philosophy and the mastery of basic research procedures are the basic tools available to vo-ag teachers in the discovery of community needs around which to build a sound educational program. □

Vocational Agriculture as part of - - -

A Total Vocational Education Program

EUGENE I. LEHRMANN, Director, Kenosha School of Voc. and Adult Education, Wisconsin.

Eugene I. Lehrmann

IN thinking about vocational agriculture in this modern age, we should examine first of all where the persons that are to be be trained will fit into our present day society. Our total vocational program must gear its training to call for a continuous educational program throughout the individual's lifetime.

It is the responsibility of the schools of vocational and adult aducation to provide educational opportunities for personal competence, civic competence and for the joy in living. In order to fill this need, a continuous learning situation must be made available. Adult education must be a business-like affair providing the situation in which the adult may go on learning the things which will make him more competent.

If we are to meet these needs, it is apparent that no one phase of vocational education can stand by itself. It is no longer satisfactory to train for skills alone, but social, economic and civic factors must also be included in the individual's training program.

Let us look back at the change in our economic life that has occured during the past fifty years. Once, child laborers worked 10 hour days at ages as young as 12, but with the increased use of machines and greater productivity achieved by such use, the employment age of workers was gradually raised to 14, and still later, for most occupations, to 16. At present, with automation coming into full swing, it appears that within a few years this age of beginning employment may be raised to either 18 or 20 years.

Technological progress and social enlightenment have thus raised the general education level of the people during the last half century. There has been a steady movement of population away from the farm to the urban areas until only 15% of our population is actually producing agricultural products.

It is now becoming apparent that a new responsibility has been placed on the vocational agriculture movement. As rural people continue to move from their farms to urban communities, it means that these people must be trained to live and work in an urban

society if they are to be successful and happy. This may mean that new courses and programs will be made available to rural young men and women who will be leaving their present environment for a life in an urban society.

Technological changes in agriculture will also cause us to re-evaluate what should be taught and when in our total program of vocational agriculture. Perhaps the emphasis will have to be placed on different areas of work than has been the custom in the past. It also appears that we will have to bring the entire school system into the development of an adequate vocational agriculture program.

There are other considerations which vocational education and vocational agriculture in particular must give to this problem. In the October, 1958, issue of *Harper's Magazine*, Robert Oppenheimer pointed out that nearly everything that is now known was not in any book when most of us went to school. We cannot know it unless we have picked it up since. He also quoted a striking statement from Prof. Purcell of Harvard: "Ninety per cent of all scientists are alive."

These two statements concern us because of the balance which we have established in our training program. Can we continue to put the major portion of our time and effort into the training of young men on a trade finding basis, or will it be necessary for us to spend a larger portion of our time with the person actually engaged in agriculture? Since education is the best way to learn how to meet responsibilities and since many of these responsibilities do not occur until adulthood it is not until then that the needed education can take place.

If we are to meet this challenge, it will be necessary for us to expand our present adult education program in vocational agriculture.

It is apparent that in the future increased emphasis will have to be placed on the young farmer program in order to provide these men with the technical assistance necessary for becoming established in farming. It will also provide an opportunity for vocational agriculture to give technical assistance to young men who become engaged in occupations directly related to farming.

In the training of rural adults, other areas of the vocational educational program might well be utilized. Instruction in business management, financing, economics, welding, machine repair, building construction and others could be offered by specialists from within existing school systems.

If we are to keep pace with the modern trends in agriculture, we will find that increased emphasis must be placed on the educational program. All who are concerned with the future of vocational agriculture will have to give this matter serious consideration. □

Business and Industry Cooperation with Adult Education Programs

CHARLES L. BATTEN, Vo-Ag Instructor, Elm City, N. C.

Chas. L. Batten

BUSINESS and industry are willing and anxious to help with adult programs in our local agriculture department. They have a lot at stake; they should be interested in our work with farmers.

Our enrollment since 1951 has been as follows: 1951–65; 1952–61; 1953–61; 1954–60; 1955–88; 1956–91; 1957–75; 1958–57; 1959–84.

$10,000 in Nine Years

Since 1951 and including that year, our local business or industry has given the group a supper ($1.50 per plate) for each of the members and for each of the donors of prizes. In addition to that we have from 70 to 90 prizes to be given out at the supper. This cooperation from business and industry has amounted to over $10,000.00 in the past ten years.

Materials, Specialists and Mechanics

When we have as our topic for discussion tractor repair and maintenance, tractor dealers in our area have sent tractors and other equipment and mechanics or other specialists to work with us. Fertilizer manufacturers have sent soil and fertilizer specialists. Others include insecticides, tobacco curers; hog buying specialists for large packing houses, etc. There is no topic of interest to farmers but that some business or industry can and is anxious and willing to give all the cooperation possible.

Equality for All Advertisers

Since business and industry helped build our departments and help pay the salaries of teachers, we encourage them to feel free to sell their products to our members. On one occasion we had five tobacco curing companies represented. Each company was given 20 minutes discussion time in the classroom before the farmers. At the end of the discussion period, we went into the shop where each company representative had his curer installed and lighted. The discussion then was of the demonstration type.

Farmers looking over suggestions for growing quality flue-cured tobacco for the 1959 season. (Elm City Vo-Ag Dept., Elm City, North Carolina.)

Subject Matter Is Plentiful

1. New machinery innovations
2. Tobacco problems
3. Soils and fertilizers
4. Livestock farming
5. Insecticides
6. Repair of farm machinery
7. Outstanding farmers give talks
8. Representatives of farm organizations
9. Field trips

10. Other current topics of interests as social security for farmers, etc.

Organization for the Year

1. Meetings held each Tuesday night during January, February and March—13 meetings.

2. Other meetings during the year as we find appropriate.

3. First meeting is always on tobacco—at that meeting the group decides the topic for the next two or three meetings.

4. At second meeting we elect officers as well as having regular program.

5. Officers are: president, vice-president, secretary, treasurer, assistant secretary, assistant treasurer and program chairman (teacher of agriculture.)

6. Group votes (second meeting) number of times each member must attend to be eligible to attend free supper (5 meetings in 1959); also number of meetings he must attend to be eligible to draw for a free prize (7 in 1959).

7. Secretary calls the roll at each meeting. Assistant secretary is responsible in case of the absence of secretary.

8. Treasurer and his assistant keep up with the prizes being donated in this area.

9. In 1959, 78 were eligible for the free supper and 62 were eligible to draw for a prize.

10. The name of the prize is put in a capsule and drawn from a hat at the conclusion of our supper meeting.

11. Members with the best contacts volunteer to get the prizes from the list of the previous years.

12. It works—it works wonderfully.

Summary

1. Business and industry have an advertising fund for such purposes and are only too willing to work with us.

2. They also want the good will of these farmers and would like to cooperate with machinery demonstrations, etc. Let's cooperate.

3. Our farmers want advanced training. With nine years of adult programs, combined with the fact that as a general rule they are very efficient and know how to make money farming, they do not want any small fry topics—it must be on the "graduate" level.

4. Our farmers are capable of deciding as a group what topic they want at the next three meetings.

5. There is no short-cut. The teacher will spend a vast amount of time on this program.

6. For the time spent on this program, it is the most rewarding of any that a teacher can spend. □

The "Upper and Lower" Case of the "What and How"

or

The Role of and the Relationship Between the Layman and the Professional in School Affairs

JOHN R. CRADDOCK, Teacher Education, Ball State Teachers' College

The ultimate control of public schools rests with the total citizenry—lay and professional. Now, in order to properly and adequately exercise this control, the following conditions must prevail if the total citizenry is to reach sound decisions regarding these schools:

1. We must have some form of *organization* for active participation.

2. We must define areas of *responsibility.*

3. We must develop a functional concept of *relationships.*

Organization

The first condition I shall only touch upon. As Dr. Hamlin (7:5) has stated, "What we need most (in order to achieve, through our system of decentralized control, the type of education needed and wanted in the United States) is the machinery whereby more . . . citizens can participate, constructively and helpfully, than are now participating." Certainly participation is necessary for sound decision-making and certainly the first condition necessary for adequate participation and effective group action is organization. But what kind of organization? Is any means of organizing satisfactory; or does Hamlin have a particular kind of organization, a unique type of "machinery" in mind? Anyone reading his bulletin, "Citizen Participation in Local Policy Making for Public Education," will, I am sure, say he does have a particular kind in mind. As he himself says (6:7), "I believe that we shall have much more participation when it is invited and sponsored by the school people . . . I believe that school-sponsored (citizens) committees will be the prevailing type." He further states (7:8) that "My hope for . . . improvement of our schools is in cooperation among the board, the administration, the school staff, and an adequate number of lay citizens included in a system of citizens committees." This then, is the organization necessary: a system of school-sponsored citizens committees working jointly with the school board, the administration, the school staff, and the community.

Responsibility

Russell (11:105) says that one of the big questions that should have been (but was not) considered in the National White House Conference was, "What are the roles of the professional and the layman in education and how should the two be related?"

Ramseyer (10:27) warns us that, "As school organization becomes increasingly complex, and as we continue to extend the range of participation in making decisions, confusion as to "who is doing what and why" is likely to increase unless care is taken to see that roles are specified."

The Educational Policies Comission, NEA (9:12) believes, "Community cooperation involving the activities of both laymen and professional educators is not a process in which everybody does everything. It is a process in which each does his part with an intelligent respect for the roles of other partners in the common enterprise."

What then are the roles? What is the citizen's part; what is the professional's part in school affairs?

Campbell (3:53) believes it is the responsibility of the public to determine the "what" of education and the profession to determine the "how." At first glance, this would seem to solve our dilemma, but as Collins (4:417) puts it, "Despite the vigor with which we insist that 'citizens should decide the what but not

the how,' the fact is that the power of public preference touches both."

Hamlin (5:3-5) says that the citizens must ultimately answer the following basic questions concerning education.

1. How is public policy for education to be developed, enacted, interpreted, executed, and publicized?
2. Who are to be served by public education? How much? When in life? Where?
3. What public purposes will be served by public education? What private purposes will public education recognize and foster?
4. How is the public to determine officially whether its purposes in providing schools are being realized?
5. What provisions will the public make for organization, administration, program planning, staff, funds, and facilities, so that its purposes can be realized?

These are not just WHAT questions. In fact, the only WHAT question is number three; all the rest are dealing with the question of HOW something is to be done.

Toy (12:25-26) says, "The National Citizens Committee for the Public Schools . . . believes that citizen committees should . . . cooperate with the school board in attempting to find answers to broad questions of what the schools should do, and how they should be enabled to do it." Thus, it would appear that one cannot define roles simply by drawing distinct lines between the "What" and the "How" of school affairs.

The concept I would like to develop with you is what I call the "Upper and Lower Case" of the "What and How." "Upper Case" refers to those what and/or how problems that must ultimately be answered by the public; "Lower Case" to those that must be answered by school people.

Why "Upper Case" for the public? The reason for this is, I believe, quite clear: in the final analysis, since they foot the bill, the citizens will decide WHAT kind of a school they are willing to support and HOW they are willing to let the school be conducted. It is as the National Citizens Committee (12:26) said, the citizens answer the ". . . broad questions of what the schools should do and how they should be enabled to do it." This is the "Upper Case" WHAT and HOW: determining WHAT the schools should do and HOW they should be enabled to do it.

What then is "Lower Case"? These are the technical problems facing school people as they attempt to determine *what* things need to be done in order to accomplish the purposes (the "Upper Case" WHAT) the citizens have designated. At the same time they are facing the problem of determining *how*, in light of their professional knowledge, these things (the "Lower Case" *what*) should be done. Such is the "Lower Case" *what* and *how*: determining *what* are the most promising means of attaining the public's purposes and *how* these means should be implemented within the school. This is the distinction that must be made regarding areas of responsibility of the layman and the professional: upper case for the layman and lower case for the professional, since both cases can and do involve "What and How" decisions.

Relationships

Anderson (1:541) would remind us that, "What may not be at first apparent is that the right of participation is not merely the right to propose and suggest. It is actually the right to have an integral part in the decision itself."

In order to determine good functional relationships, a fundamental concept, according to the ASCD (2:9), we need to keep in mind is that ". . . all people who are affected by a decision and its consequences should participate at some point in the thinking that results in the decision." The THINKING, mind you, not necessarily the final decision itself. Here I believe, is the CRUX of the problem of relationships in decision-making. This is what I think Anderson means by "an integral part in the decision itself." Thinking is an integral part of the decision-making process.

For too long, both citizens and school people have attempted to draw a sharp line between citizens' activities and professional activities and have tried to make the *thinking* privilege synonymous with the *deciding* privilege when it came to solving school problems. Obviously this cannot be if all who are affected are to engage in the thinking phase of the decision.

Instead of an "I think–I decide" philosophy, if we are to accomplish anything, if we really believe in democratic administration and cooperative action, we must develop a "We think–You decide" attitude on the part of both laymen and school people. This would mean that on those problems, the final decision of which must rest with the public, the school people must help and must be involved in the "thinking" phase of solving these problems. So, too, with those problems where the final decision must rest with the school people, the public should be and must be involved in the "thinking" phase.

As Miller (8:116) says, "We prate about having all affected by a decision share in making it. What we ought to be saying is, 'Let him who has the responsibility for a decision take into account the thinking, personalities, capabilities, and responsibilities of others.'" This then is the relationship necessary: a relationship resulting from applying a "We think –You decide" concept to the principle of the "Upper and Lower Case" of the "What and How."

An Operational Concept of Roles and Relationships

This sounds good, you say, but how does it work?

It seems to me, that as we–school people and the public–continually attempt to develop, both cooperatively and independently, the kind of school program our particular community needs and desires, we find ourselves moving through six distinct phases or periods of time during which certain developments take place and certain questions are answered.

Phase One. This is the period when the citizens (community) determine WHAT it is they expect the schools to accomplish. This is the time that the public answers Hamlin's third question, "What public purposes are to be served by the schools?"

This phase is not, however, as simple as it first appears. To begin with, citizens, with the aid of the school people, must sit down and through long and hard study come up with their aspirations for total community education. Yes, total education! For too long people have ignored the fact that all education does not take place in the schools. As a result, schools have in the past attempted to be everything to every-

body and this is impossible. Sometimes in this attempt, I'm sorry to say, they have become nothing to everybody. To eliminate this hazard, once these aspirations are spelled out, we—the laymen and the school people—must study, discuss, and determine together those things that can be done most adequately by our schools, those things that can and should be done elsewhere in the community, and those that will have to be done cooperatively—those that cannot be done adequately by any one institution. Even here we will have to decide which phases of this cooperative effort can best be done by the schools and which elsewhere. Now and only now, having considered these various aspects, is the public finally ready to decide WHAT they expect their school(s) to accomplish.

Phase Two. During this period the school people state *what* kind of a school program it will take in order to accomplish those things the public said the schools were expected to do, as well as *how* this program should be conducted.

Again this sounds simpler than it actually is. This is not a one-way activity where the school people develop a program and "sell" it and the public "buys" it. For one thing, there may not be just one set pattern or only one way of doing things in order to accomplish the goals the community has set for the school: there may be several different and equally effective ways of reaching these goals. This being the case, who is to decide which to use? What about community beliefs and attitudes toward certain activities? What about this power of public preference? Are there not some problems that are fringe area problems—problems that do not seem to fall into the explicit realm of public decisions only or professional decisions only? Certainly school people need to take these and other problems—the answers to which can only be found through cooperative lay and professional effort—into consideration when developing a school program. It is here that the school people must take into consideration the answers given by the public to the other four of Hamlin's basic questions — the questions dealing with HOW something is to be done. (These questions are being answered by the public at the same time the school people are conducting this phase.)

This, then, can be seen as the phase where school people consider the desires of the community: a give and take period of study and discussion. A period during which the school people interpret educational theory to the public and explain why they are suggesting a particular kind of a program.

Phase Three. This is the stage at which the public decides what support or HOW they are willing to support the program being developed. This phase is actually taking place, as indicated in the explanation above, at about the same time as phase two.

It is here the public must consider the school people's explanation as to why they are suggesting the program they are. They must carefully consider and analyze pertinent facts and information about the school along with the school people.

Now, having obtained and studied these data and explanations, the public must finally evolve their answers to Hamlin's other four questions: by my definition, his upper case HOW questions.

Phase Four. Once again we have a *what* and *how* situation: a phase where the school people adjust the previously developed educational program according to the ways and means the public have indicated they will accept and/or provide. The decisions made here will be determined more by what has already been discussed than by additional study at this time; however, if the two ideas—those of the public and those of the school people—are quite divergent, it will be necessary to make additional studies and conduct additional discussions until agreements are reached. Once agreed, the adjusted program is then put into operation in the school.

Phase Five. This is a time of evaluation; when the public attempts to determine WHAT we actually accomplish in our schools with the improved program and HOW we could have done more. It is in this stage that the school people also evaluate their work, provide facts and other types of information concerning the accomplishments of the school to the citizens, and interpret this information for them. Here is where the school people point out those changes they feel should yet be made in light of their experiences during the year. This is actually a judgmental phase: the phase where the citizens, in light of the information given them by the school people, decide WHAT is now good in their schools and WHAT they would like to see changed further.

Phase Six. A dual phase with both WHAT (*what*) and HOW (*how*) questions being considered. It is a period of readjustment based on the findings of phase five. This is the point at which the public indicates, in light of its evaluation, the support it is now willing to provide. At the same time, the school people, in light of the evaluation and the indicated support, readjust the school program they are conducting. Thus we have a period of reanalysis and readjustment through cooperative effort.

A Schematic Drawing of the Operational Concept

The drawing (pg. 107) shows schematically how this operational concept of roles and relationships works. The broken line, used to indicate an absolute dividing line between lay and professional responsibilities, shows that no decisions rest entirely within the realm of one group or the other. The position of each box indicates where the greater degree of responsibility for the making of the various decisions rests.

Summary

In conclusion, I would like to say that the frame of reference we must develop concerning the place of the citizen and the place of the schoolman in school affairs must include a concept of *organization, responsibility,* and *relationships*:

An *organization* composed of a system of school-sponsored citizens committees working jointly with the school board, the administration, the school staff, and the community.

Division of *responsibility* made not by attempting to draw lines between the what and the how, but rather by laymen answering the "Upper Case" WHAT and HOW questions and the professional answering the "Lower Case" *what* and *how* questions.

Good functional *relationships* developed by both laymen and schoolmen properly applying the "We think—You decide" principle to both types of "What and How" questions that must be answered.

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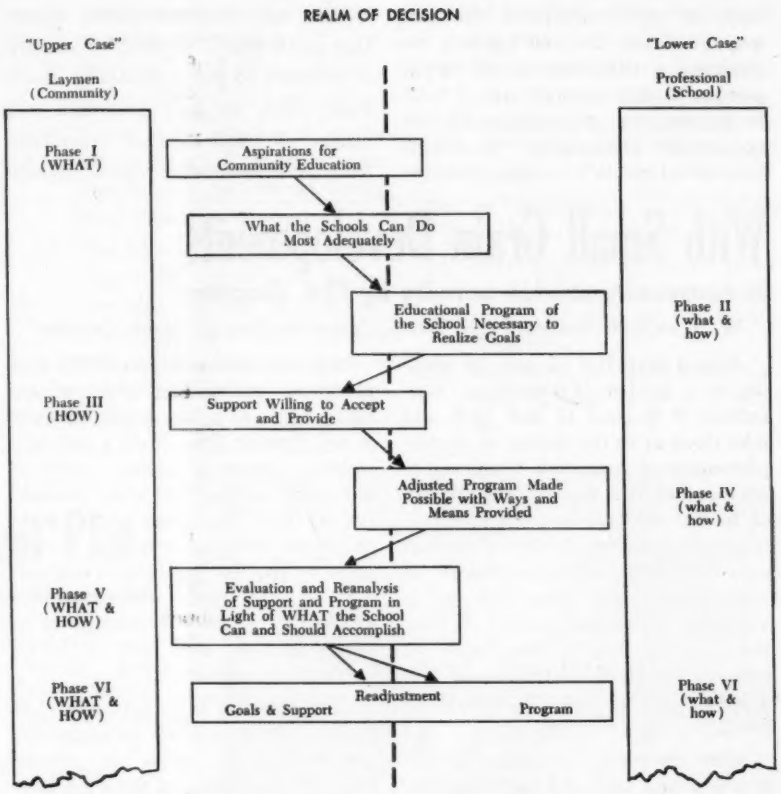
REALM OF DECISION
"Upper Case"
"Lower Case"
Laymen (Community)
Professional (School)
Phase I (WHAT)
Aspirations for Community Education
What the Schools Can Do Most Adequately
Educational Program of the School Necessary to Realize Goals
Phase II (what & how)
Phase III (HOW)
Support Willing to Accept and Provide
Adjusted Program Made Possible with Ways and Means Provided
Phase IV (what & how)
Phase V (WHAT & HOW)
Evaluation and Reanalysis of Support and Program in Light of WHAT the School Can and Should Accomplish
Phase VI (WHAT & HOW)
Readjustment
Goals & Support
Program
Phase VI (what & how)

Startown Cannery Is Community Asset

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During World War II, in 1942, the Federal Government established an emergency agency known as the Food Production War Training Program for the purpose of stimulating the production and conservation of much needed food at home and abroad. The program was made available through the State Department of Vocational Agriculture to rural communities that were served by a vocational agriculture teacher in the respective high schools.

The Startown Community Cannery was organized in the spring of 1943. The Federal Government provided the funds for a boiler, two retorts, two electric sealers, one exhaust vat and the necessary plumbing fixtures.

Our next problem was that of finding a suitable building with an adequate water supply. By this time our National Defense Program had outgrown our vocational shop, and we had renovated a vacant school bus shed and moved our shop into the bus shed. This left our vocational shop vacant. It was a wooden building 22 by 33 feet long with a wooden floor, and it was in very bad condition. With the aid of the FFA boys and a donation of $50 from the County Board of Education, the building was placed in fair condition. The plumbing and installation of the equipment were done by the FFA boys.

Since the middle of June was close at hand, how to operate a community cannery was the big question now. I attended meetings, wrote letters, asked questions and drove hundreds of miles to secure information. Then came the opening day with more spectators than patrons present for the opening. The first day we canned 86 cans for seven curious patrons. The first year was very successful; we canned 5,482 cans with very little spoilage. After the first year of operation there was no doubt about the success of a cannery in this community. The end of the war came, all federal funds were stopped, and the cannery went on a self-supporting basis.

By 1947, our volume of business had outgrown our building and equipment and something had to be done because of the unsanitary condition of the building. At one time Startown High School had been a Farm Life School, and the farm adjoining the present school grounds had not been disposed of. A movement was put forth to sell the school farm and invest in a modern cannery building. This was accomplished by working with the County Board of Commissioners and the County Board of Education. The building was erected in the fall of 1947 and furnished with modern equipment.

The success of a community cannery depends on the patrons, the volume of business and the interest taken by the teacher of vocational agriculture. The vocational agriculture teacher must consider this project one of the many jobs to be done—not just to supervise, but to work. During my sixteen years of operating a community cannery, I have opened the building in the morning, have stayed all day and have closed in the after-

noon or night, whichever the case may be. I feel that our cannery has rendered a valuable service to the patrons in this canning area. I wish to express my appreciation for the cooperation and respect the patrons have given me as a cannery operator.

Here are some convincing figures that prove that a community cannery is an asset to this community. Since June, 1943, we have processed and canned 484,426 cans of vegetables, fruits and meats. Our biggest volume in one year was that in 1955-1956 with 53,350 cans and 1,330 visits by patrons. As a vocational agriculture teacher, I know of no other project in which I could have been of greater service to so many people. □

With Small Grain Developments

A community service activity by FFA chapters

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After a period of 12 years of working as a teacher of Vocational Agriculture, it is good to look back and take stock as to the degree of accomplishments of your work. Some teachers measure their work by the number of former students now farming full-time or part-time. In the Piedmont area of North Carolina, a teacher of agriculture cannot use this as a yardstick of measurement. Within this area is located the heart of industry for North Carolina and also a very high percent of "part-time" farmers.

After completing my farm survey in the school area and the county in 1947, I found the small grain situation to be the most in need for improvement. The county had two flour mills and one feed mill operating on grain purchased out of state. A few farmers produced 20 bushels of wheat, 40 bushels of oats, and very little barley per acre.

Often the farmer only used 20% acid phosphate at seeding and perhaps 200 pounds of a low grade fertilizer at top dressing time. With a very low yielding variety of wheat, known as red heart, and an "old water bucket" full of fertilizer, many small grain producers were not receiving enough grain to pay for mechanical harvesting. You can easily understand the problem of a teacher attempting to introduce new seed and a better fertilization program.

How to solve such a problem? It is always best to work on something new with younger folks. My veterans farm class farmers and the FFA boys were more willing to cooperate with new projects. Several veterans and students became certified growers of new grains. Especially was it helpful to visit the Piedmont Agricultural Research Farm near Statesville during the planting and harvesting season.

The FFA Chapter, for almost every year, has grown out a new foundation seed variety of oats, wheat, or barley. It took only a couple of good grain crops and a few grain plot demonstrations to show to the people the value of better seed and better fertilization. After 12 years, I can look back and see the value of the FFA Chapter grain projects. There are other satisfactions beyond the personal achievements.

Listed Advantages:

1. Only two varieties of wheat predominate.
2. New oats and barleys for ensilage and for higher yields.
3. A ready sale of certified grains. The chapter earned profits to buy shop equipment.
4. An increase in better use of fertilizer . . . promoting the top yields from new varieties.
5. Such project affords an opportunity for a chapter to gain attention for all chapter activities and to increase activities.
6. Better seed and better yields mean profit for all.
7. Provides a source of public relations. □

Vocational Agriculture from a Farmer's Viewpoint

AL RENZELMAN, Vo-Ag Instructor, Haxtun, Colo.

Al Renzelman

PEOPLE often hear of vocational agriculture teachers who quit teaching to go into farming, but seldom do they hear of a farmer who has farmed ten or more years and quits farming, goes to college and becomes a vocational agriculture teacher.

Following service in World War II, I married a local farm girl and since dad was ready to "slow-down" we moved on to the "home" farm. There we developed a herd of registered Holsteins, farmed 400 acres of wheat and operated a small sprinkler irrigation system. We were active in community affairs and, for the most part, life was good to us.

Then came the blow! Earlier in life, I had the misfortune to run the corner of a 4" x 8" into my spine; this left an injury which was being aggravated by tractor driving, bale lifting, etc. A thorough examination at the Veterans Hospital in Denver revealed that it would be better if I could get away from the heavy physical part of farm labor.

Our Holstein herd had just finished a testing year with a 579 pound butterfat herd average; we had three children in school; I was superintendent of our church's Sunday school —our roots were deep in the community.

It was a hard decision to make but we "sold out" and came to Colorado State University. I, at the age of 33, entered as a freshman in vocational agriculture and my wife began working at the C.S.U. library.

All went well and, as we look back, we are glad that we made the decision. We have made many new friends, our education has been broadened and I feel better able to serve society.

From farm experience I have gathered valuable information which contributed to a "farm" perspective that many vocational agriculture teachers may be missing; one that might be helpful to teachers who want to develop their programs so they are closer to and readily accepted by farmers.

What are some of the thoughts of the average farmer toward vocational agriculture and the instructor?

1. Teach the boys to be practical, especially in shop work. On their farms they often will not have all the equipment to work with

that may be in the average vocational agriculture department.

2. Teach more farm management courses, especially on finances.
3. Use more farmers as resource persons.
4. Cut night meetings for the boys to a minimum.
5. When you go to visit Junior, don't be afraid to pitch in and help work.
6. Make more of the all-day class boys available for FFA project jobs such as painting, fence building, etc.
7. Teach more on the basis of community problem solving.
8. Don't be afraid to get out early in the morning once in a while.
9. Teach more adult and young farmer classes. Farmers are anxious to learn, but correct timing is an important element.
10. End all adult and young farmer classes by 10:00 p.m. sharp. You may be able to sleep till seven a.m. but many farmers will have in several hours of work by this time.
11. Get acquainted with more farmers but don't utilize their working time.
12. Be a good listener. Farmers have many problems and they appreciate the opportunity to tell them to a professional friend.
13. Be economical; most farmers feel taxes are too high.
14. Don't gripe to the farmer about your load or salary, he probably would be glad to trade both with you.
15. Impossible you say! Not if you work as hard as many farmers do. □

Stimulate learning with a - - -

Cooperative Corn Test Plot

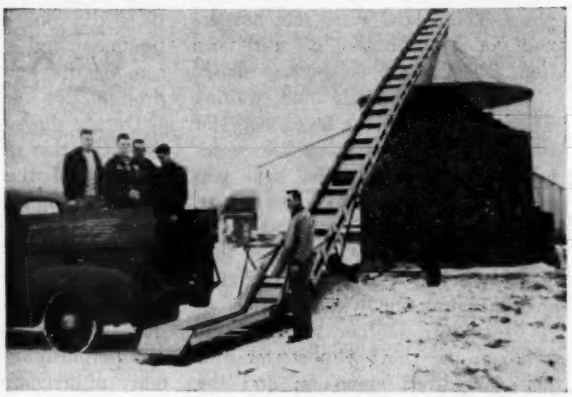
BERNARD H. HART, Vo-Ag Instructor, Arcadia, Wis.

Bernard H. Hart

WHAT teacher isn't interested in new ways to stimulate student interest? We are fortunate in vocational agriculture to be able to put into practice the subject matter and skills taught. I am also a firm believer in the concept that one has not completely learned until he can actually do the job.

A new way to stimulate student interest was provided for me when the U. of Wisconsin Soils staff asked for cooperators to conduct fertilizer test plots. This seemed to be an ideal laboratory for future farmers to "learn by doing," but the eighty-eight members in our chapter was too large a group to work with on such a project. Many of the units, including advanced soils management, soil conservation, farm machinery, farm records and marketing, are included in the junior year so the proposition was presented to them and they were excited with the possibilities. I must admit that at first they considered it a good deal to get out of some classroom activities.

Where should we begin? We discussed the project for two class periods, planning the jobs and deciding how and when we would accomplish them to make our test plots a success. First we had to locate a parcel of land that we could rent. On our first trip to the new laboratory, we took soil samples of two possible locations for the plots and, while taking the samples, we reviewed physical characteristics of the soil studied earlier in the classroom. Then we tested the samples, selected our field, mapped the field in relation to the rest of the farm, and described it in legal terms.



Arcadia FFA members unloading corn.

With a few leading questions, one of the students was encouraged to suggest that we form a cooperative to handle the project. Since we had studied cooperatives earlier in the year, the rest picked up the idea with a great deal of enthusiasm. They selected a temporary chairman to discuss organization and develop the articles of incorporation which were as follows:

Articles of Incorporation

We, the undersigned, all of whom are residents and citizens of the State of Wisconsin, engaged in the production of agricultural products, do hereby voluntarily associate ourselves together for the purpose of forming a cooperative association, without capital stock, under the provisions of the Wisconsin Cooperative Marketing Act of the State of Wisconsin.

List of members' signatures

Article 1—Name

The name of the association shall be the Arcadia FFA Jr. Class of '58 Fertilized Test Plot Association.

Article 2—Purposes

The purpose of the cooperative is to make tests of different analyses and amounts of fertilizer to aid the University in improving fertilizer recommendations.

Article 3—Place of Business

The association shall have its principal place of business in the city of Arcadia, County of Tremp, State of Wisconsin.

Article 4—Period of Duration

The term for which this association shall exist is one year.

Article 5—Directors

The number of directors of the association shall be three and their term will be for one year. The directors will each receive one percent of the net income as salary.

Article 6—Manager

The manager will be selected by the board of directors for a term of one year and will receive 2% of the net income as salary.

Article 7—Earnings

The members will be paid at the rate of $ .50 per hr. for a man and $ .75 per hr. for a tractor. The remaining earnings will be divided equally among the members of the organization.

It is a rather brief set of articles but of the students' own creation.

All sixteen students of the junior class voted to become members, as did I, and we signed as members of a non-capital association. Following unanimous agreement to the articles, our next step was to elect the board of directors who in turn hired the manager. Throughout this entire project I acted in an advisory capacity, doing as little as possible and letting them run the show.

The manager selected committees for the various jobs, the first being to prepare a cash rent lease. The fertilizer committee visited the local Arcadia Coop. Assoc. which was happy to furnish, free, all the fertilizer we needed for demonstration purposes. These boys were real hustlers and got a half-bushel of seed corn from a local dealer on the same basis.

We were all ready and waiting when the ground was fit to work for corn. It was disked once, field cultivated and dragged. The field was planned for 24 plots, in cooperation with the University, following 8 different fertilization treatments in triplicate. We had 4 other plots for our own purpose: one with 250# of 5-20-20 starter; another with organic fertilizer; the third with starter plus 80# anhydrous ammonia; and the last with 160# anhydrous.

Two days before planting we made marker stakes and, by the 3,4,5 right angle method, layed out the plots and took soil samples of each plot. The samples were divided in half so we could test them as well as having the University run their analysis. The next day we broadcast by hand and worked in all the required fertilizer except the starter which we applied with the planter. Each student planted at least 4 rows of corn; for many of them it was the first time. Some of the rows were a little wavy, but they developed confidence that now they could plant the corn. We calibrated the planter to drill kernels approximately 9 inches apart, as the soil is a medium sandy loam, and adjusted the fertilizer attachment for 200# per acre.

Our next step was spraying the field with simazin which we did the next day after a light harrowing. As our FFA owns a power sprayer, this was an excellent opportunity to teach calibration. We applied 2# of simazin per acre which did a wonderful job of controlling weeds. The 4 separate plots did not get a pre-emergence treatment and made a fine comparison. We did, however, use 2-4 D with drop-nozzles later on.

During the summer we held three demonstration meetings to follow the progress of the plots and to look for signs of plant hunger, borer and disease. Many of the members stopped by to look over their project which was a sure topic for discussion when they got together. We all realized the shortage of rain was hurting the corn and seriously considered the possibility of irrigating.

The summer passed rapidly and the members were seniors as school started in the fall. We took yield weights, sent one sample of each to the University for moisture determination, and kept a sample of each to run our own tests with the All Crop moisture tester. The results we received compared closely with the University reports for both soil test and yields.

Then we compared the yields with the original soil test and fertilizer treatment and here is where we met some disappointment. Some of the plots without fertilizer yielded more than other plots with high applications. Prof. Murdock of the Soils Dept. explained that such results were likely under varying weather conditions and high level of fertility.

Another unexpected subject for discussion showed up when the farmers' cows got in one end of the field and did extensive damage the day before we intended to pick. The owner said he had liability insurance which would cover the loss, so we figured the percent damage we thought had occurred. It was quite accurate as the insurance adjuster's report was only 5% below our estimate.

How about a similar project for next year? The same group would like to continue the experiment with a different crop, but this year's juniors will likely get the chance as they will be back next year to follow through.

In summary, each member averaged eight hours work in the field for which he was paid 50¢ per hr. and, in addition, a $5.25 return as his share of the earnings. This project has benefited the students in several ways: they learned by doing; they learned to cooperate by working together; and worked out solutions to problems that confronted them. It has been a pleasure for me to work with them and has helped develop a true understanding of their personalities. It is a project that brought many favorable comments and gave a big boost to the public relations phase of our program. □

The three M's - - -

Management – Motivation – Money

HARRY PEIRCE, Vo-Ag Instructor, Winona, Minn.

Harry Peirce

To most people in the upper midwest, the 3 M's mean Minnesota Mining and Manufacturing, but to many Minnesota vocational agriculture instructors, the 3 M's mean *management, motivation* and *money,* three terms that are very closely related in this business of teaching agriculture to farmers, young and old alike.

This statement is based on the following premises: First of all, it is agreed that we must have *motivation* in order to have learning; it is also agreed that "*money* talks" very loudly to farmers these days; add *management* and you have a powerful trio that is very difficult to beat as a teaching aid.

The simple fact is "to *motivate* a farmer's interest in better farm *management,* show him where certain changes will net him more *money.*"

Yes, in Minnesota, *management* is becoming the key word in teaching vocational agriculture to high school farm boys, young farmers and especially to adult farmers. Farm people are practical people and the farm management approach to agriculture education is the practical approach.

What is the farm management approach? A simple question with a "not so simple" answer. Basically, it is using farm management data derived from farmers' records either individually or by groups to determine the strong points and weaknesses in the individual farming program. Then, with the agriculture teacher's guidance, the farmer begins to make the changes that will strengthen the strong points and eliminate the weaknesses in his farming program.

The farm management approach is effectively implemented in Minnesota

by way of the Minnesota Vo-Ag Farm Management Program. This is a public school program that attempts to bring to all farmers the benefits of farm management instruction through the analysis of farm records. Vocational agriculture instructors assist the farmers with their record books and help them prepare the books for analysis. The accounts are sent to an area vocational school analysis center early in January, and the farmer receives a complete report on his business by the first of April.

When the report—approximately 24 pages—comes back with the account book, the instructor goes over the report with the farmer and helps interpret the results. Farm visits and farm management meetings are a part of this vocational agriculture program.

This analysis procedure originated with the Agriculture Economics Division of the University of Minnesota and has been used in farm management associations since 1928. The application to vocational agriculture was originated in 1947 due largely to the efforts of Dr. Milo Peterson, University of Minnesota, and Dr. Lauren Granger, now of Central Missouri State College.

Many vocational agriculture instructors are introducing farm accounting to their high school students via this program also. Analysis of these records through the farm management program provides practical material of economic value for teaching all phases and classes in vocational agriculture. This information often provides the basis for strong father-son partnerships.

LABOR EARNINGS CORRELATED WITH EXCELLED FACTORS

No. of factors in which farmers excelled	Average Labor Earnings $2000 $4000 $6000 $8000 $10,000	
1		$ 178
2		2711
3		2920
4		4593
5		7089
6		7113
7		8373

The information in the reports available in Minnesota reveals efficiency factors that can be determined from most modern farm record books in any state. Though some factors may vary, the main ones are basic such as livestock selection and production, crop selection and yields, size of business, labor efficiency and cost efficiency. The story of the relationship of these factors with the net earnings is illustrated clearly in the graph.

This graph was taken from the 1958 report of the Southeastern Minnesota Vo-Ag Farm Management Program.

The farmer can see quickly the areas in his management program that need improvement. This type of information is also invaluable to the instructor as an aid in selecting suitable topics to discuss in his classes.

The modern farmer is a practical man who desires practical up to date assistance. When he can be shown where certain *management* changes will net him more *money*, he will usually be *motivated* to make the changes. □

Where Are We Going?

Depends on who's going!

J. D. McCOMAS, Vo-Ag Instructor, Gettysburg, Ohio

J. D. McComas

MUCH has been written recently concerning which avenue vocational agriculture should travel in order to best meet the changing needs of our educational system. Both lay and professional people have advocated sweeping changes in our program, while others have suggested moderate or no changes. Critics of our program have undoubtedly rendered far more service toward the strengthening of our individual programs than they or we realize. Through their focusing of attention on certain aspects of our program they have forced us to take a second look at our work and its objectives.

Certainly no business has experienced more revolutionary changes than has American agriculture during the last fifteen year period. Is it not reasonable, therefore, to assume that some corresponding changes should be taking place in vocational agriculture to cope with this revolution in agriculture? This is a serious problem of paramount importance, but perhaps our concern should not be directed entirely toward the problem of where we are going in vocational agriculture, but who is going! For it would seem that herein lies the most important single criterion in determining the fate, or future, of our programs of vocational agriculture.

No individual within a profession can make indictments against that profession without, in a sense, implicating himself; for each must assume some responsibility for appraisals which are constantly being made by the general public.

No Need for Being Apologetic

Perhaps we teachers of vocational agriculture are to be blamed more than anyone else for the prevailing public opinion that we are not professional people. We have fostered this public view of our profession by not having a healthy mental attitude toward our work as a professional group. We should remember that we are teachers of vocational agriculture by our own choice and do enjoy a unique and enviable position that is not attained by teachers in other teaching fields or even by persons engaged in other professions. Sarcastic jesting and self-pitying remarks made in respect to our work or regarding our poor financial rewards for our work cannot cultivate a favorable attitude in the minds of our public.

We Must Look and Act Like Professional People

If our profession is to command the respect of others, we must certainly dress and act the part. We should be grateful to such men as Barron[1] for

[1]Lano Barron, An Editorial Comment, *Agricultural Leader's Digest*, March, 1959.

his recent editorial stressing the importance of being able to express ourselves in a professional manner through the medium of correspondence.

It is a rational and logical assumption that we must merit the mark of a professional through improved oral and written expression if we are to be accepted on an equal plane with other professional people.

Dress Is an Important Aspect

Far too often we have justifiable reasons to believe that many teachers of vocational agriculture can be too easily identified by others simply by their manner of dress. Ours is a diversified work which finds us in the classroom, in the shop, or on field trips; and since all of these activities increase wear of our clothing, it logically follows that we must exercise good judgement in dressing to fit the activity. The fact remains however, that if we are to be considered professional, we must present ourselves as such. If we dress differently from other teachers and other professional people, soon people will come to view us and our work as being different.

Give and Demand Quality Performances

We should give of our very best in our work with young farmers, adults or any other school group. Poorly prepared and poorly presented work will create a corresponding attitude toward us and our programs. Public programs involving our students should be well planned and carefully executed, since it is impossible to divorce the teacher's responsibility from a situation in which a poor showing has been made by his students. Projects constructed, work done in farm mechanics and work exhibited at fairs should demonstrate quality and workmanship.

Professional Improvement Is a Must

Very few professional people would now be practicing their professions had they not constantly striven to remain abreast of new developments in their respective vocations. How can we in vocational agriculture expect to "remain in business" if we fail to participate in our in-service training programs and neglect periodic attendance at our institutions of higher learning?

Summary

It is imperative that if our program is to enjoy continued success, and if we are to be considered as a professional people, we must indeed be identified with those qualities which will cause us to be regarded as such. If our ranks are filled with people who think and act with a professional attitude, there should be little cause for alarm as to where we are going in vocational agriculture. For those who are going will be able to recognize needs and to make changes when such changes are needed and justifiable. □

Let Us Also Train a Few for the Big Team

CARLUS R. OWEN, Vo-Ag Instructor, Tusculum, Tenn.

Vocational agriculture teachers are concerned about the nation-wide changes and trends in agriculture and business. Our entire rural society is changing. Modern agriculture and business firms are becoming inseparable. A modern farmer could not operate for one week if he were completely cut off from the business firms which manufacture production supplies and which market farm products. On the other hand, if there were no farmers to buy their supplies or to sell commodities to them, the business firms which act as service organizations to farmers would have no purpose for their existence. Firms which have a capital investment of several million dollars often exist solely for the purpose of serving farmers. Farms are becoming so thoroughly mechanized that it is not uncommon for one man and a machine to replace fifty workers. City people are moving to the country to operate "baby farms" as a hobby. Small farmers are finding full-time jobs in the city and continuing to operate their farms in their spare time. The average size of farms is increasing; this means fewer farmers. But the number of farms of less than ten acres is growing by leaps and bounds which can mean only one thing—more farmers who are running small or part-time operations. Much confusion exists as to who is a farmer and who is not a farmer. Whom shall we serve?

If the above paragraph seems to be confused it is no less so than the actual life situation. All agricultural workers are being pestered with a lot of free advice about what to do about the situation, but the vocational agriculture teacher seems to be on the hottest spot. Vocational agriculture teachers, unfortunately, are regarded as only school teachers. Most of them chose to work in schools because they were sincerely interested in rural education and wanted to work in a smaller community where they could become a part of the students' home environment. This put them in closer contact with farmers and farmers' children than they could have accomplished as a county agent, extension specialists, U.S.D.A. employee, or research worker. It also made it necessary for them to work as a faculty member of the high school to which they were attached. Now high schools are feeling the pressure of rapidly increasing enrollments and, at the same time, a teacher shortage. Administrators are in genuine anguish over some of the problems such as vacant teacher stations, crowded classes, and inability to hire teachers with adequate preparation to teach science, chemistry and biology. This has led to considerable friction between vocational services and general education. Pressure has been great for the agriculture teachers in small schools to teach other classes. This is detrimental to the purpose for which they were employed, but there are some educators who choose to ignore this fact. They use many excuses, but the most common ones are the small number of boys "interested" in vocational agriculture and the teaching loads of other teachers. They interpret the Smith-Hughes Act of 1917 as being outdated because the number of farmers is decreasing. Let us look at the facts.

It is true that in 1910 about 37% of the population was engaged in full-time farming and that this percentage decreased to 13% by 1958. But in 1910, the farmer had to harvest, process, transport, and market his product while in 1958 he only harvests it. Now he turns to a vast army of agricultural workers to transport, process and market the fruits of his toil. In 1910, 37% of the people were engaged in farming; in 1958, 37% of all jobs in the nation depended upon agriculture. The farmer, in 1910, fed 9 people. In 1958, he fed 19 people. In 1910, 100% of the people ate food produced on farms; the situation is still the same in 1959—100% of the population eats food produced

by the farmer.

Over half the population of the United States lives in cities or suburban areas. Many of them have never seen a farm, but their job is dependent upon agriculture. The working force of the nation is estimated at 67 million. The number of workers who are farming or working in occupations related to agriculture is nearly half the gainfully employed persons in the United States. Can we say vocational agriculture is unimportant?

Agriculture is the largest industry in the country. Let us not deny any youth a chance to find his place in it and grow as it grows. A recent survey of 327 firms, which collectively employ 24,305 persons already, revealed that the firms studied will add over 1,400 agriculturally trained employees, if they can find them, in the near future. The owners of these firms indicated that, in general, their employees were inadequately prepared in school for employment. Fields in which the owners rated their employees' education to be inadequate were crop production, shop skills, salesmanship, customer relations, and business education. Speech and mathematics were rated as being important for workers at all levels. The study was conducted in California, a highly industrialized state, among firms in 14 typical cities and towns. All firms were concerned with processing, distributing, or selling agricultural products and services. The businessmen are described as being interested in the educational programs offered in the local community. Salaries of the employees in the firms studied ranged from a low of $270.00 per month to a high of over $630 per month. The better salaries required college training in agriculture, while agricultural courses in high school were rated as adequate training for semi-skilled and skilled workers. The study was conducted by S. S. Sutherland and Dr. O. E. Thompson of the Department of Education, University of California, Davis. Can we ignore the implications of such a study and still do justice to the rural child seeking an education? Can we deny agricultural training to rural or city children simply on the basis that they do not intend to farm?

Experts predict that, percentagewise, farmers will eventually comprise only about 5% to 6% of the total population in the United States. Farmers are already more professionally efficient than most educators who would cut out vocational agriculture from the high school curriculum, but the farmer of 1980 will rank with the best scientifically trained specialists. If farmers farmed today as they did in 1940, the nations grocery bill would be 13 million dollars higher than it was in 1958. That figures at roughly a 33 1/3% increase. Such an increase would be history if we had cut out our agriculture program in 1940 and ceased to educate farmers. An important phase of this education is conducted by high school vocational agriculture departments.

What will happen in 1975 when our population reaches 230 millions? Vo-Ag freshmen of today will be 13 years past graduation then. The farmer is feeding 19 people besides himself today. Are you doing your share in the task of preparing those "few Vo-Ag students" who will farm? Will your farming students be able to feed 25 people in 1975? Will your nonfarming students be able to give the farmer the technical assistance he will need in 1975?

Much emphasis is placed on the student who will not farm. We also need to serve the few who will farm. The farming business will get bigger. Farmers will decrease in number, but farming and agricultural occupations will become more important. A farmer must invest $50,000 per worker if he hopes to farm efficiently enough to feed the nation at our present standards. This means that the average farmer must be able to manage an investment of one quarter to one half million dollars. Would your "better" students have the intelligence to do the job? Can we afford to ignore these few? If we do, we may all go hungry in 1975. □

Who Should Take Vocational Agriculture?

C. D. WATSON, Supervision, Vermont, and
B. A. GAYLORD, Teacher Education, Cornell University

C. D. Watson

B. A. Gaylord

This question is asked annually by Vo-Ag teachers, guidance counsellors, and high school principals. The obvious answer is, "any boy (or girl) who has a serious interest in agriculture, has an opportunity to conduct a farming program or experience planned farm placement, and who can profit from the instruction." Why, then, is it so difficult to make a decision as to who should enroll in vocational agriculture? It appears that there are several reasons.

There seldom is much question about the farm boy who plans to make farming his life's work and who has the opportunity on his home farm to conduct a comprehensive farming program that will involve most aspects of the farm business. He is a natural for the program.

What about the boy who does not plan to produce agricultural products, but does plan to earn his livelihood in an occupation directly related to farming, such as a buyer, distributor or processor of farm products, a purveyor of goods and services to farmers; or a part-time farmer earning a majority of his income in industry? His success in these related agricultural occupations is as dependent upon his experience and training in agriculture as it is on his specialized training for the particular service to be rendered. Functional supervised farming programs, including planned farm placement, and the program of instruction that is based upon them are logical prerequisites to specialized training in related agricultural occupations.

It should be clearly and decisively understood that it is not the responsibility of vocational agriculture to give the specialized training needed for the related occupations, but to develop an understanding and appreciation of agricultural problems and practices so that in providing services to farmers they can more effectively communicate with them, and so they will better understand the conditions under which products for

the farms will be used. For example, the agricultural engineer must know the nature of the job to be done in order to improve the design of a farm machine; the farm machinery salesman must be familiar with the farmer's problems in order to gain his confidence and make a sale; an understanding of production practices and conditions will stimulate the processor of farm products to do a better job. The purveyors of services to the farm, such as the milk tester, the feed deliveryman, the driver of the bulk milk pick-up truck, the electric farm service adviser, the seed and fertilizer salesman, and the automobile salesman will perform their services more effectively if they understand farm problems and can talk the farmer's language.

Radical changes are taking place in the agricultural picture in this country. The rapid increase in farm mechanization, the technological advancements and the increased application of scientific principles and practices are rapidly resulting in a decrease in the number of farms and, consequently, a decline in the number of persons engaged in farming. It is paradoxical, however, that fewer farms are producing an increased amount of agricultural products. One might conclude wrongly that agricultural education will become less and less important. Obviously, the people of the United States will continue to need food, clothing and shelter. The number of people needing the products of the farm is increasing at the fastest rate in our history.

If these products are to be produced by a declining number of farmers, each will have to be much more efficient than he has ever been before. Under these conditions, the motivation to secure agricultural education should be stronger than ever and will continue throughout the active lives of farmers.

As farms become larger and more specialized, they must rely more and more upon agricultural services provided off the farm. It is estimated that for every one person actively engaged in producing agricultural products there are four needed to provide the related agricultural services necessary to keep the farm in operation. These are in such closely related agricultural occupations as buying, distributing and processing farm products, and providing goods and services to farmers. About 40 per cent of the business of the country is in farm products and about 40 per cent of our people have direct connections with farming as producers or in closely related agricultural occupations. Two significant studies of related agricultural occupations, one in Pennsylvania and the other in California, indicate conclusively that employers of persons in related agricultural occupations consider highly desirable for success the educational and experience background provided by a high school course in vocational agriculture. In a recent study made in New Jersey, employers in related agricultural occupations indicated that the vocational agriculture courses as presently conducted were the best preparation they could suggest for an individual prior to his specialized training which could be attained in a relatively short period of time.

This is not a new approach in agricultural education. Good vo-ag teachers throughout the country have been providing students with the type of training and experience in agriculture which have been valuable to them in adjusting to their niches in the agricultural employment pattern, whether in farming or in related agricultural fields. The only change is that the situation has recently been made more acute by increased farm specialization and mechanization.

Coming back then to our original question, it would appear that vocational agriculture would be a logical selection for any high school student who plans a career in farming or an occupation closely related to agriculture. He must have an interest in agriculture, and if he is planning for a related occupation, understand the contribution that vocational agriculture will make in his preparation. He must be able and willing to gain farm experience through a well planned farming program and must expect to engage in agricultural pursuits as a producer of farm products or in a position in one of the occupations closely related to agriculture.

With these potentials of prospective enrollees in vocational agriculture, a heavy burden of responsibility rests on the administrative and guidance services of the schools, working in close cooperation with teachers of vocational agriculture, to provide educational opportunities in vocational agriculture.

How Can Practical Farm Experience and Training Be Provided

We have discussed some of the issues included in the "who" or "what" training should be offered in vocational agriculture, now let's focus our attention on the "how" to train, or the mechanics in providing practical farm experience for boys in our vo-ag classes.

First, let's consider the boy who has but limited opportunity at home for a meaningful farming program—the boy who has a sincere interest in either farming or a vocation closely related to agriculture, but lives in a situation in which a farming program is practically out of the question.

It is the ag teacher's responsibility to evaluate the learner's situation in terms of training opportunities which it can provide. And, of course, this problem is extremely delicate, in many instances, so the instructor must work patiently and tactfully with the boy, and especially his parents, in making them aware that a much more adequate training experience in farming can be obtained through placing their son on a farm which *can* afford a variety of training experiences for him.

We are actually doing an injustice to the boy and his parents in this situation if we fail to make them cognizant of this alternative—farm placement.

By farm placement we are not referring to instances in which the boy has taken the initiative and obtained employment on a farm in the community, but rather where the teacher of vocational agriculture has contacted potential cooperating farmers through his adult or young farmer enrollees, or otherwise, and discussed the aims and objectives of vocational education in agriculture and made a rather thorough evaluation of the potentials of the farm, farm operator and other important aspects of the situation with the farm owner or operator.

The following outline could, perhaps, be used as a basis for consideration in analyzing the situation in planning farm placement for a student.

1. The farm—average or better
2. The cooperating farmer and family
   a. Progressive
   b. Understanding
   c. In sympathy with the program
   d. Matched personalities with the boy
   e. Similar interests
   f. Same religious denomina-

tion
   g. Interest in the boys as a person
   h. Complete understanding of the program and its objective
3. The boy
   a. Boy's goals and sincerity of interest
   b. Interest of parents
   c. Willingness of parents and boy
4. Length of placement—six to twelve months (preferably the latter)
5. Planning participants
   a. Boy
   b. Parents
   c. Cooperating farmer and wife
   d. Teacher of agriculture
6. Method of making farm experience plans
   a. Identify areas of responsibility
   b. Boy prepares written plan for carrying out responsibility identified
   c. Plans discussed with cooperating farmer and teacher for amendment
   d. Approved by farmer and teacher
7. Putting the plan into practice
   a. Boy carries out plan on cooperating farm
   b. Skills indicated in plan put into practice
   c. Training experience is supervised by farmer and teacher
   d. Evaluation is jointly accomplished based upon competencies and understandings gained

Again, let's return to the parents of the boy for whom the above outline is intended to provide a meaningful farm experience in vocational agriculture.

Personal visits to the home of the boy allow the teacher the opportunity to discuss with the parents many points of information concerning the boy. It is likely more fruitful to interview the parents in the absence of the boy for many obvious reasons, such as the parental aspirations for the boy, his interests, likes, dislikes, etc. An interview with parents gives the teacher an insight into the role which the student plays in regard to home responsibilities. Of course, the boy himself can provide his side of this story. However, a more valid picture is obtained if all informational sources are explored.

The parents must be willing to cooperate with the student and teacher in assisting the teacher in training their son for farming. This is true, not only in cases where students have ample opportunity for training at home, but also in farm placement situations.

We have dealt with the training experiences, essentials to look for in planning placement, and the part to be played by all participants concerned. But we must never overlook the fact that we are not teaching farming—we are teaching boys!

So, in order to complete the picture, let's take a closer look at this boy. Information concerning him is included in scores from standardized tests in the areas of intelligence, achievement, interests, attitudes and personality. Interpretations of the test scores can be obtained from the high school principal or guidance director, as well as the student's permanent record folder in the school.

Other information necessary to round out the picture is the student's previous farm experience and home background. Sources for this information might be faculty members, parents or guardian, and from the student himself. The general health and physical capabilities of the boy should also be considered, for he may indicate goals which are not aligned with his physical potential.

At this point the essential information has been gathered, including a farm business analysis of the farm, whether on placement or at home, upon which the student develops his farming program and the teacher, in turn, develops the course of study and his teaching calendar for the year.

Now, the question—how to evaluate the farm experience and training of the boy?

Evaluation of the ability of the student to identify farm problems and effectively plan solutions and carry out the plan in practice should be a criterion for evaluating farming programs. In fact, this should be considered a paramount objective of a farming program.

Of secondary importance, a farming program should be evaluated in terms of the student's progress toward establishment in farming. This criterion includes agricultural assets or investments earned by the student from his farming program.

Just a word about "growth of the farming program"—as a result of the responsibilities delegated to the student by the farm owner or operator, skills, competencies and understandings are acquired by the student. As his backlog of experience and training increases, the greater the potential for him to assume broader and more weighty responsibilities becomes. The result—a growing and meaningful farming program is developed by the boy commensurate with his ability to assume responsibility at the decision making level throughout his high school career. Couple with this the problems evolving from the boy's ownership enterprises, and the whole concept is completed.

And how about the boy already in a favorable farming situation on his home farm? The only fundamental difference is this—substitute his parents into the shoes of the cooperating farmer and his wife. It behooves us all to never lose sight of the fact that the farm experience and training which the boy can expect to acquire is directly proportional to the understanding which he and his parents, or the cooperating farmer and his wife, have of the farming program and its purpose.

In concluding, we have said that we should take a critical look at our philosophy of vocational agriculture and determine whether or not we have perhaps been guilty of restricting our thinking to include only the boy already in a favorable farm experience situation, and to treating only the problems arising, in the main, from the productive enterprises which the student owns. For there is more to a farming program than a litter of pigs, a pen of chickens, or a couple of dairy calves and the problems arising from them!

Unless our concept of farming programs embraces the entire farm business—whether the home farm of a student or the cooperating farm—we are certainly restricting the training potential offered by these rich sources of farm experience and training for the students of vo-ag today who will be contributing to our shopping basket tomorrow. □

APOLOGIES TO MORRIS N. ABRAMS, author of "The Need for Young Farmer Education in Louisiana," published in the September issue of **The Magazine.** The tables and chart on page 69 belong with M. Abrams' article on pages 56 and 57.

—The Editor.

Organizing and using - - -

Advisory Councils for Vocational Agriculture

ROBERT C. JONES, Teacher Education, Cornell University

In reviewing any history of the development of vocational agricultural education in the United States, one finds the term, "advisory council' used in conjunction with the work of some successful departments. Such councils had, in fact, been in use prior to the passage of the Smith-Hughes Act in 1917. Since 1911-1912, every vocational agriculture department in Massachusetts has been required by law to have an advisory committee.

Thus, the idea of such councils is not new, rather, they have been used somewhat sporadically for the last forty-six years—the entire period in which the vocational agriculture movement was conceived, nurtured, and developed. Throughout this period, it would be difficult to state with any degree of accuracy the role advisory councils have played in the success and permanence of any vocational agriculture program. Many leaders in this field, however, feel very strongly that properly organized and effectively administered advisory councils are indispensable to the efficient operation of a vo-ag department, providing the kind of an educational program that meets the needs of the community on a long-time continuing basis.

This line of reasoning previously mentioned has led some states (Massachusetts and New York for instance) to pass laws requiring that an advisory board or council be appointed for every agricultural school and department. People responsible for the administration of vocational agriculture place a great deal of importance upon the use of an advisory council in conjunction with the vocational agriculture program. Many vo-ag instructors do likewise; those who have successfully used such councils. Using agricultural advisory councils during seven years in two schools convinced this writer of their value and importance to the vo-ag program.

Though laws have been passed making the establishment of advisory councils mandatory in some states, it can be stated without remiss that some of these councils function rather poorly, very few meetings are held, and no planned, constructive program of work is carried out. With the increasing complexity of agriculture in general—farming in particular—all teachers of agriculture need the advice, guidance, and assistance which a good advisory council can provide.

The primary purpose of this article, therefore, is to outline some of the steps necessary for the organization and administration of an effective, functional advisory council for the vocational agriculture department in a secondary school. Stated in another way, it might be suggestions to a beginning vo-ag teacher relative to using an advisory council.

Advisory Council Defined

It is appropriate at this point also to clarify my usage of the term "advisory council." The literature is replete with examples of using "board," "committee," and "council" synonymously. The term "committee" means a body elected to take action upon some matter or business—a finance committee—for example. A "board" can denote a body of men organized for the advancement and protection of interests, a court, or authorized assembly. Each of these terms —committee and board—imply some legal power to act or to make policy. Council, on the other hand, denotes an assembly summoned for consultation or advice. Advisory council, as used herein, is then defined as a group of citizens appointed by the board of education for the express purpose of advising the program of vocational education in agriculture—advisory to the teacher, the administrators, and to the board of education. Believing that the word council best describes the task an advisory group undertakes, advisory council will be used throughout this article.

Purposes of Advisory Councils

Many advisory councils, it is believed, do not function effectively because vo-ag instructors, school administrators and boards of education fail to understand the purposes of such a council as they pertain to a department of vocational agriculture in meeting the major objectives of vocational education in agriculture. Each of the purposes of an advisory council listed herewith will affect the extent to which the objectives of the vo-ag department are attained.

1. To recommend to school administrators long-time plans relating to vocational education in agriculture for in-school youth, young and adult farmer classes.
2. To secure the benefit of group thinking in determining the scope and educational objectives of both the annual and long-time programs in agriculture.
3. To assist the teacher in planning a well balanced program with the proper emphasis upon certain phases of the educational program —agricultural subject matter, agricultural mechanics, and FFA activities—thereby avoiding program weaknesses before unfavorable situations arise.
4. To approve a list of farms considered suitable for on-farm placement training for non-farm boys.
5. To provide guidance and stimulation in the development of comprehensive supervised farming programs based upon the major agricultural enterprises in the area.
6. To enhance the continuance of the vocational agriculture program when changes in instructors or administrators occur.
7. To provide assistance in changing the program to meet new or changing conditions.
8. To provide opportunities for the instructor to obtain special help and counsel with specific problems and new undertakings.
9. To assist in determining the agricultural education experiences needed in training boys for proficiency in farming or agricultural occupations in the area.
10. To help the teacher of agriculture correlate the work of the department with other agricultural organizations and programs in the area.
11. To assist in keeping the public informed relative to all phases of the vo-ag program and in relaying public opinion regarding this program back to the department and to the board of education.
12. To provide an opportunity for school administrators and boards of education to become more familiar with agricultural problems and rural farm living.
13. To assist in correlating the relationship of the vocational agriculture department with the agricultural, business, and commercial organizations in the community.
14. To assist a new teacher or a teacher in a new department in obtaining an insight into the agricultural educational requirements of the community.
15. To serve in an advisory capacity to the Future Farmers of America chapter.
16. To provide assistance in promoting young and adult farmer classes.
17. To lend prestige to the vocational agriculture department, thus helping in promoting community good will towards the program.
18. To assist in relating the work of the department to the over-all community situation.

19. To provide opportunities for those citizens affected by the vo-ag program to have a part directly or indirectly in formulating the program.

Establishing the Advisory Council

A successful advisory council for a vo-ag department depends a great deal upon the teacher of agriculture. He must be thoroughly convinced in his own mind that councils are desirable, that he will accept their suggestions, and that he wants the help, guidance, and advice which a council can give. Under no circumstances, however, should the agriculture instructor attempt to organize a council without administrative approval though he should plan the procedure to be followed. He should become familiar with and carefully study all information relative to the operation and purposes of such councils. The state staff members in agricultural education can provide suggestions and, if possible, the teacher would benefit from attending a council meeting being held at a nearby school.

When these preliminaries have been completed, the next step in organizing the council is for the vo-ag instructor to discuss such a possibility with the high school principal whose approval must be secured. The principal also requests the school executive officer (superintendent of schools) to recommend the establishment and organization of an advisory council to the board of education.

While discussing the establishment of a council with the school administrators, it is desirable for the instructor to mention some of the contemplated plans pertaining to the council including: (1) Desirable number of council members, (2) A method to use in choosing council members, (3) Relationship of the council to the agriculture instructor, principal, the vo-ag department, and the board of education, (4) The extent to which the council is to be advisory and the extent to which it can sponsor activities, (5) Representation of the board of education at council meetings, (6) Proposed activities for the council, (7) Number of meetings to be held during the school year.

The advisory council should always be authorized by the school administrators and by the board of education. Likewise, the council can be put out of existence by the board whose duty it is to inform them relative to their duties—to advise the board on all matters affecting the department of agriculture. In addition, the council members advise the agriculture instructor, the principal, and the superintendent of schools.

After approval for the establishment of an advisory council has been obtained, the members must be selected and the group organized into an effective working unit. Many councils have failed for this reason alone. Councils that are too small and are not representative of the geographical area served by the school will be ineffective from the start. The agriculture instructor, with the aid and advice of the principal and superintendent of schools, nominates a list of names for approval by the board of education for council membership.

Selecting Advisory Council Members

Some broad general principles for the vo-ag teacher to keep in mind in selecting names for advisory council members are presented: persons who are public spirited should be considered, those interested in the general welfare of the community and are willing to donate time and energy to such duties. Individuals with vested interests in certain groups or organizations do not make good council members. An effective council is independent of any other committee in the community. In general, it is advisable not to recommend paid professional workers in agriculture for membership on the council. Such professional workers are likely to be more representative of the specific group they serve instead of representing all the people. One exception to this general rule is desirable, however. It is suggested that the county agricultural agent be recommended for membership on the council. This practice has proven very successful with a council for the author and was one factor which contributed to an excellent working relationship between the vo-ag department and agricultural extension service.

Another guiding principle to consider in selecting advisory council members is that teachers of agriculture, the principal, and the superintendent of schools be ex-officio members only; they attend meetings but do not vote with the council. Some would place school committee members in this same category. Others believe that a member of the school board should be recommended for council membership. What is best for one community, undoubtedly, would not work in another situation. My recommendation is that a board member be appointed by that body as a member of the advisory council. It is felt that a better understanding of the mutual problems of both groups—council and school board—will result if a member of the board of education is also represented on the advisory council. Some other specific recommendations concerning the selection of council members are listed below:

1. Membership representation from all geographic sections served by the school is essential.
2. Make certain that all types of farming enterprises predominating in the area are represented.
3. Farm owners, tenants, and farm laborers should be represented on the council.
4. Successful farmers in the area, rather than "key farmers" will better represent the community.
5. One member of the council should be the parent of a vo-ag pupil.
6. It is advisable to have a woman as one member of the council.
7. A wide variation in the ages of council membership is desirable.
8. Council members should be individuals of high moral and ethical character.
9. The most effective members on the council will have demonstrated their interest and wholehearted support of the welfare of rural agricultural youth.
10. Council members from town and country are desirable, though a predominance of farmers is to be recommended.

Before the board of education can approve the list of nominations for council membership, the size of the council must be determined. This will vary with the size of the area served by the school and the number of communities in the school service area. From six to twelve members are frequently mentioned as a desirable number—Massachusetts and New York each require at least five members. A smaller number than five or six does not give sufficient representation for most communities and a larger number than twelve members tends to make the council unwieldy and slow to act on problems being considered. The agriculture instructor, together with the school administrators, must nominate a sufficient number of people who possess the qualifications for council membership as listed above to insure a council of adequate size for the vocational agriculture department in question.

It is the duty of the board of education to notify newly elected council members. Each member so chosen may be given an opportunity to accept or reject the election. The underlying principle throughout the entire process of selecting council members is that school board members and the school administration must approve all methods used.

Organizing the Advisory Council

The board also decides the terms of office for council members to serve. Although much variation in this matter is manifest, it seems more desirable to designate specific terms, perhaps of three years duration, and to arrange for a definite rotation in membership. New council members could be elected by lot for periods of one, two, and three years. Thereafter, all members would be elected for a full three-year term. Recommended practice is to allow at least one year to lapse before an outgoing member of the council is again eligible for reappointment.

It is good practice to keep the organization of the council as simple and informal as possible. A chairman and a secretary are the essential officers to be elected by the group. Committees within the council have been used very little, though such a practice is dependent entirely upon the local situation.

Council members decide the number of meetings to be held during the year unless this is stipulated by the board of education. Meetings held every other month throughout the school year are desirable. Meetings during the summer months are somewhat objectionable due to conflicts with important farm work.

The agriculture classroom is the logical place for holding advisory council meetings. Held at a specified time, conducted in a businesslike way yet somewhat informal, commenced on time, and adjourned promptly at the conclusion of the items of business on the agenda for that particular meeting are devices to be used to stimulate interest in council meetings. A definite agenda for each meeting which has been sent to the membership well in advance of the meeting is highly recommended. A two-hour meeting is about right for the length of each meeting. The secretary keeps the minutes of each meeting. The vo-ag instructor should not serve in this capacity though the typing could be done by the school secretarial staff with all records and correspondents pertaining to the council being kept in the agriculture department.

Inaugurating a New Council

The organization of the council, as discussed above, is all decided by the members during the first meeting after election. At this meeting also, the members may be diplomatically informed that their duties are advisory in nature; they advise the teacher of agriculture and the board of education; further, that all recommendations made by the council are to be made through the superintendent of schools for approval or rejection by the board of education. At this meeting, it is well to stress that the agriculture instructor or other school official should not be appointed chairman or secretary of the council. The council members need their own officers and should "take over" in formulating their own rules and in making their plans.

Some suggestions to the vo-ag instructor for inaugurating a new council are of sufficient importance to be included here:

1. Have instructor and school administrator maintain an active interest in the work of the advisory council.
2. Challenge the efforts of council members by presenting only important problems.
3. See that proper credit is given in local newspapers for the activities and achievements of the advisory council.
4. Have the group meet with a well established and successful council.
5. Inform the council of the importance of its work together with some of the basic problems with which it may be confronted.
6. Have the council make decisions and recommendations as soon as possible after it is organized.
7. Make sure that each member leaves the first meeting with the feeling that something of value has been accomplished.

Adopting a Program of Work

By using discretion in the selection of activities to adopt for a program of work, the council will assure the maximum service to a community from the vo-ag department. One of their major concerns should be the improvement of the agricultural education program. A good starting point could be a consideration of the community situation. What is required to train a boy for proficiency in farming in this area? What are the employment opportunities for agriculturally trained boys in the community? How many boys and young men should be in training to become farm operators? How competent are the farmers in the community? Council members usually express themselves freely in a discussion of this type, one reason for using this topic for a lead-off point. Many instructors have learned the importance of developing interest in council participation by acting upon such problems as mentioned above instead of considering school problems—securing facilities, discipline problems, planning courses—a sure way to kill interest. It is very important that soon after the council is organized, a worthwhile project be identified to carry to completion in order that the feeling of accomplishment is fostered from the outset.

An advisory council during the first year might include some of the following activities in their program.

1. The role of the vocational agriculture department in the community.
   a. What are the aims and purposes of the vo-ag department?
   b. How well is the department meeting these aims and purposes?
   c. In what ways should the department serve the community?
   d. How many in-school youth and young farmers are reached with organized systematic instruction?
2. An evaluation of the agricultural situation in the community including the educational needs and efficiency of farmers.
3. The agricultural placement opportunities available for young men in the area.
4. The planning of young and adult classes in agriculture including the establishment of a young farmer association.
5. Assisting with planning and conducting supervised farming programs of all-day students.
6. Advising the FFA executive committee in developing a challenging program of work for the FFA chapter.
7. The development of a long-time program of education in agriculture based upon the council's evaluation of the agricultural needs of the community.
8. Evaluating the total vo-ag program.

One caution must be mentioned regarding activities participated in by advisory councils. Care must be taken that the members think in terms of education and not in terms of providing service. They must realize that education is concerned with human growth and change and all activities undertaken in the department should be with the educational approach uppermost in mind.

Conclusion

An advisory council such as has been described is indispensable in providing a complete community-wide program in vocational agriculture including high school boys and young and adult farmer classes. The business of agricultural education is a bigger job than one man should be expected to carry alone in organizing, planning, supervising, and evaluating a complete vo-ag program. Through the advice and guidance of an active advisory council, the program can be better organized to meet the agricultural education needs of the community. In addition, the importance of agricultural education can be stressed and brought to the attention of the people. Seven years of experience with councils together with organizing and administering an advisory council as described in this article fully confirms my belief in their value as one device which a teacher of agriculture should not be without. □

Next Month

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News and *Views* of the Profession

J. B. Monroe Retires

J. B. Monroe

J. B. Monroe, longtime professor and for the past 10 years head of the Department of Vocational Agricultural Education at Clemson College, retired June 30, 1959. A native of South Carolina and a graduate of Clemson, Mr. Monroe served consecutively as high school principal and agriculture teacher at Mound City, Kansas; teacher of industrial arts in Miami, Florida; teacher of agriculture in Flora, Illinois, and following a year in the armed services during World War I, he taught agriculture at Marion, S. C. He then served a year as assistant state supervisor of vocational agriculture in South Carolina. The following eight years he was superintendent and agriculture teacher at New Waverly, Texas.

Mr. Monroe joined the agricultural education staff at Clemson in 1934. During the early days of World War II he also served, upon appointment by the U. S. Office of Education, as supervisor of farm shop training in four southern states.

He received the B. S. degree from Clemson in 1915 and the M. S. degree from Texas A & M in 1935.

Mr. Monroe will retire to his new home on the Clemson Campus. □

◀ TIPS THAT WORK ▶

Community Service Teams

Community Service Teams have been the key toward teaching of certain supplemental farm jobs in the China Grove Chapter. Not only have the members learned to become proficient in these jobs, but the farmers in the community have depended upon this service.

The following teams have been active for the past five years: Castration, Dehorning, Prunning and Spraying, Terracing Lines and Farm Mechanics. These teams are handled by members of the Junior and Senior Class. Upon reaching the Junior year, members are assigned to the team of their choice and then one of the Seniors will teach them to perform the necessary jobs.

These jobs are listed on the bulletin board as they are called in by the farmer and, when enough jobs have been listed, all teams are sent out for a two hour period to accomplish the job. We have had as many as five teams in the field at a given time.

We use the athletic bus, vocational teacher's car and cars of the individual members. All members receive six cents per mile for driving their own transportation, paid for out of the FFA treasury. Some farmers give donations for the services performed. These jobs are performed between units of study.

These teams are respected by the farmer and never have we heard anything unfavorable. The boys are very eager to do a good job as they go out unsupervised. We estimate these teams take care of at least 50 per cent of all jobs in the school district.

John W. Allison,
Vo-Ag Instructor,
China Grove, N. C.

DAIRY CATTLE JUDGING AND SELECTION by William W. Yapp. Published by John Wiley and Sons, Inc., 440 Fourth Avenue, New York 16, N. Y. 324 p., illustrated. 1959. Price $5.95.

Dairy Cattle Judging and Selection is written for persons interested in judging and selection of dairy animals. The physical and morphological characteristics of the Ayrshire, Brown Swiss, Guernsey, Holstein-Friesian and Jersey are presented in separate chapters and discussed in a very thorough manner. Dual-purpose cattle and the minor dairy breeds are covered in a single chapter which contains sufficient information for these less popular breeds.

The mammary system, head, neck, shoulders, chine, feet and legs are evaluated and the significance of defects in these areas are discussed in a very practical manner. The relationship between physical qualities of the cow and her function as a milk producer are discussed at length. The defects that affect function, and the defects associated with eye appeal are presented. One of the more important phases of dairying, the forecasting of type and production, is discussed in relation to body size, condition, rate of maturity, development of mammary tissue, teat size, and placement of teats. Photographs illustrating all these and many other points bring about a clear understanding on the part of the reader. The ideal type of dairy animal is defined and described. Pictures of excellent animals are contrasted with the less desirable type animals.

Dairy Cattle Judging and Selection can be effectively used by vocational agriculture teachers in coaching dairy judging teams and for a reference or text in teaching. Breeders, judges, and others coaching dairy cattle judging teams will find this book an excellent reference.

The author, Dr. Yapp, is Professor Emeritus of Dairy Cattle Breeding, University of Illinois.

Earl H. Knebel,
Teacher Trainer,
Texas

APPROVED PRACTICES IN BEEF CATTLE PRODUCTION by Elwood M. Juergenson. Published by The Interstate Printers and Publishers, Inc., Danville, Illinois. 297 p., illustrated, 1958. Price $2.75

This book is a comprehensive presentation of the activities which involve approved practices in the beef cattle enterprise. The author draws upon numerous reliable sources including breed associations, commercial companies, U.S. D.A., and state colleges and universities from at least twelve states representing all general agricultural areas of the United States. Much of the information can be readily adapted in most any locality.

This book is carefully written in simple terminology that makes the book valuable for a text or reference for vocational agriculture students, and also as a guide for 4-H Club members and anyone interested in entering the beef cattle business including part-time and full-time farmers and ranchers.

The author is Dr. E. M. Juergenson of the University of California. His experience background in agricultural education and vocational agriculture and livestock production qualifies him as an authority to author such a book.

Earl H. Knebel,
Teacher Trainer,
Texas

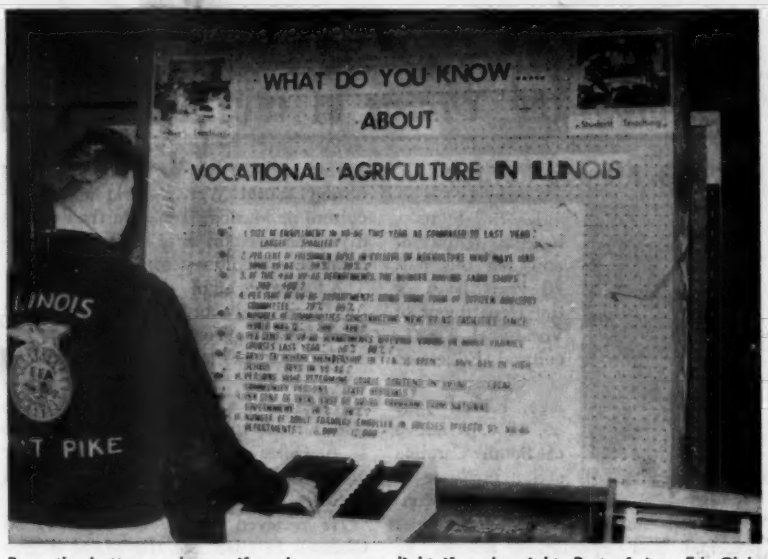
THE WESTERN HORSE by John A. Gorman. Published by The Interstate, Printers and Publishers, Inc., Danville, Illinois. 445 p., illustrated. 1958. Price $4.50.

This book describes the breeds, types and breed crosses of horses found in the western states. Methods and techniques of training horses are clearly presented in detail. Two chapters are devoted to shipping and marketing horses. The book is well illustrated with numerous pictures. This book should serve as an excellent reference or text for anyone who finds pleasure in working with horses.

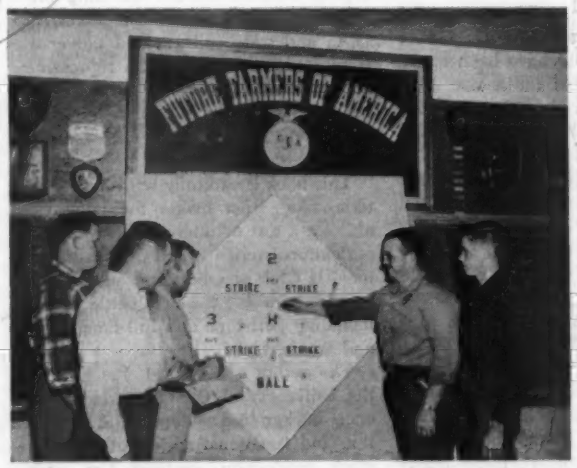
Mr. John A. Gorman is Assistant Professor of Animal Production at the University of Wyoming at Laramie, Wyoming. The author's experience and his personal fondness and interest in horses has resulted in a practical and enjoyable reading text.

Earl H. Knebel,
Teacher Trainer,
Texas

STORIES in PICTURES



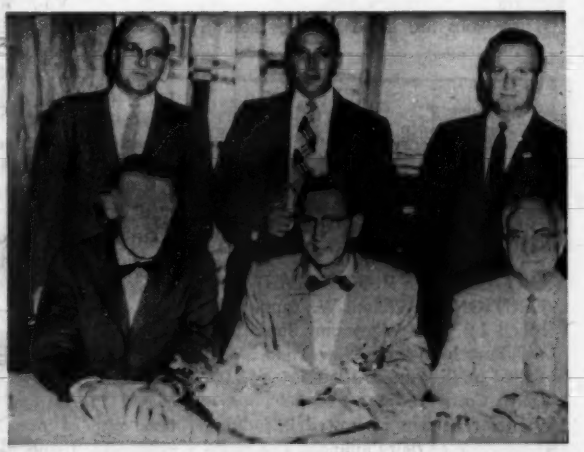
Press the button—a buzzer if you're wrong; a light if you're right. Part of Agr. Ed. Club, U. of Illinois, exhibit for Col. of Agr. Farm and Home Festival (Photo by G. P. Deyoe)



Dart baseball was one of the forms of recreation practiced by the Westerville Young Farmers Association. One of the oldest associations in the state, it has been in continuous operation since 1928.

Unionville Chapter FFA, Missouri, is proud of having had an American Farmer each year for the past six years. The Army claimed the 1957 representative for awhile. From left to right: J. Mowrer, Vo-Ag Instr., and wife; Mr. and Mrs. E. G. Skinner, 1958; Mr. and Mrs. D. Gill, 1954; Mr. and Mrs. J. Fleshman, 1956; Mr. and Mrs. L. McKay, 1955; Mr. and Mrs. W. Fleshman, 1953.

Greg Purtell and purebred Berkshire sow raised on shares with the FFA. A sophomore, Greg is FFA Treasurer.



At annual Vo-Ag teacher banquet in Maine—seated, left to right: Dean Winthrop C. Libby of the College of Agriculture, University of Maine; Dr. Norman K. Hoover of the Pennsylvania State University (a consultant at the Conference); and John A. Snell, Director, Agr. Ed., Maine. Standing, left to right, Robert E. Johnston, of Mapleton, president-elect of the Maine Association of Vocational Agriculture Teachers; Kenneth E. Clark of Fort Fairfield who received a key for 20 years of teaching; and Clayton M. Blood of Bucksport, retiring president of MAVAT.